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ABSTRACT

This report provides the 1994 follow-up evaluation of the Early Childhood Parent/Education Family Literacy Project in South Carolina, first evaluated in 1993. The objective of the evaluation was a comprehensive review and analysis of program components and elements as designed and implemented by 12 pilot projects. Highlights from the 1993 evaluation of the pilot projects, background information on the evaluation framework for the 1994 follow-up survey, a summary report on the 1994 evaluation, individual profiles of the projects participating in Parent/Education Family Literacy Projects for 12 counties, and recommendations for further parent education/family literacy program development and evaluation are included. Activities of each of the 12 programs are described in the areas of parent education, adult education family literacy, and child and family services. The survey findings indicated that the 12 participating projects have made significant gains since the 1993 evaluation, in terms of increasing services to all families and in refining parent education services, and interagency collaboration. Among the recommendations gleaned from the survey are: (1) that parent education/family literacy programs should continue to expand on areas affecting school readiness; (2) that projects should continue to focus on involving families at risk; and (3) that full integration of parent education/family literacy programs into the community's total family services system and the schools' overall readiness programs should be a priority. (AP)

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A Follow Up Study of Selected South Carolina Parent Education/Family Literacy Projects: 1994

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Introduction

The continuing development of South Carolina's Early Childhood Parent Education/Family Literacy Program is a major step toward the prevention of school failure. The achievement of the national and state goal to have all children ready for first grade is certainly advanced by this effort. Program development and evaluation are integral to accomplishing the potential in South Carolina's Parent Education/Family Literacy effort.

The Target 2000 Parent Education legislation (1989) established four specific goals for the program:

*To demonstrate effective methods of parent training and support that will enable parents to excel in their roles as the primary teachers of their preschool children.

*To develop and coordinate appropriate services based on the growth and development of the child.

*To improve the education, skills, and employment of parents toward having a positive influence on the growth and development of the child.

*To assure preschool developmental screening for all children who families are served in the program.

The South Carolina Education Department developed the framework for actualizing these goals. This framework included four components: Parent Education, Literacy Training/Adult Education, Child Services, and Parent/Family Services. These components were determined through a review of nationally recognized parent education and family literacy programs. In addition, the state guidelines required projects to include: needs assessment, parent participation in program development, a focus on at risk children and their families, case management, interagency collaboration, and continuing evaluation strategies.

During the first 18 months of the program *21 pilot projects were selected (through a competitive grants process) to implement the program*. The pilot projects, utilizing the goals and framework established at the state level, developed local parent education/family literacy programs to address specific needs in their communities. The projects focused on improving children's school readiness through multiple services for parents, children, and families. Programs provided services in a primary prevention mode (for all families) but focused particularly on at risk families with intensive, continuing services.

With the enactment of the *Act 135 (Early Childhood & Academic Assistance Act) legislation,* parent education and family literacy funding was made available to all

school districts in South Carolina. Included in the Act was a technical assistance guideline that encouraged existing pilot projects to serve as technical assistance centers for new programs coming on line. *15 existing Parent Education/Family Literacy Projects agreed to serve in this capacity of technical assistance.* These projects have provided materials, consultation, site visits, workshops, and continuing guidance to schools beginning new program efforts.

Evaluation has played an important role in the development and refinement of South Carolina's Parent Education/Family Literacy Program. Individual projects are required to evaluate their efforts annually and to provide the South Carolina Education Department with an annual report. In 1993 a state wide evaluation of the pilot projects was carried out. A follow up evaluation of selected projects (projects who were among the initial pilot projects and who served as technical assistance sites) was carried out in 1994.

This report provides information on the 1994 follow up evaluation (inclusive of highlights from the 1993 statewide evaluation). The report includes the following sections: highlights from the 1993 evaluation of the pilot projects, background information on the evaluation framework for the 1994 follow up evaluation, a summary report on the 1994 evaluation, individual profiles of the projects participating in the evaluation, and recommendations for further parent education/family literacy program development and evaluation.

Highlights: Executive Summary - South Carolina's Target 2000 Parent Education Program Evaluation

The purpose of the evaluation was to conduct a comprehensive review and analysis of the program components and elements as they had been designed and implemented by the pilot projects. *The focus* was on determining the various strategies and practices that were likely to to have a positive focus on parents, children, and families during the period from birth to 5 years of age.

The evaluation framework included four components and three stages. *The four components were:* Parent Education, Literacy/Training & Adult Education, Child Services, and Parent/Family Services. *The three stages were:* Design, Implementation, and Evaluation. Within each component, the following questions were studied.

Design Stage

1) What are the major goals of the parent education program as reflected in the work of the pilot projects?

2) How were the parent education program goals developed as reflected in the needs assessment activities carried out by the pilot projects?

3) What delivery systems have the parent education programs used?

4) What parent education program activities have been used to achieve the identified goals?

Implementation Stage

5) What methods have the parent education programs used to increase parent participation in program activities?

6) What staff development activities were used to enable staff to effectively implement the parent education program?

7) What types of interagency and school-community collaboration have parent education programs used?

Evaluation Stage

8) What assessment processes have parent education programs used to record progress toward achievement of their goals?

9) What performance criteria and standards have parent education programs used to determine their effectiveness in achieving particular goals?

10) What evidence have parent education programs provided to support the achievement of their goals?

11) What have parents perceived as most important to them with regard to the activities in which they participated?

12) How do parents perceive the impact of the program on themselves, their children, and their families?

The primary sources of data used to carry out the evaluation were: project document analysis, parent and staff interviews, and site visits to each pilot project.

Evaluation findings are presented for each of the components of the South Carolina Parent Education Program as follows.

Parent Education Component Findings

Parent education component findings included: 1) emphases were on both parenting skills and child development information; 2) activities reflected a major focus on preventative information for parents (example: prenatal care) and on the skill areas essential to healthy child development and school readiness (example: social competence, language development); 3) delivery systems were diverse with home visits and parent meetings the most prevalent; 4) parents were involved in assessing and articulating major needs of the program; 5) various involvement methods were successfully deployed to maximize parent participation; 6) interagency efforts included the offering of collaboratively sponsored group meetings and the sharing of resources; and 7) projects used continuing evaluation to refine and improve their activities. *Staff delivered an impressive amount of program activities* with the average program offering 1.5 home visits per parent per month and 12 group meetings a year. In addition, they disseminated newsletters on an average of 1 per month, maintained active lending libraries, and disseminated many community wide material through the news media. *Parents were active participants in the parent education component.* On average, 76 parents per project participated in home visits each month and 116 parents participated in group meetings per project. *Parent evaluations were quite positive* with over 96 percent of parents evaluating the home visits and group meetings as very helpful.

Literacy/Training & Adult Education Component Findings

Literacy/training and Adult Education component findings included: 1) emphases were on addressing general literacy needs and helping at risk parents attain essential educational goals; 2) delivery systems were inclusive of providing family learning activities, offering adult education, and placing parents in job training; 3) activities included courses and informal learning with the use of Family Literacy Centers as most effective; 4) participation supports included individualized counseling, child care, transportation, adaptive scheduling, and on site course offerings; 5) interagency efforts (particularly intra-school collaboration) proved to be a major success indicator for projects using them; and, 6) the use of Family Literacy Center models where adult education, early childhood, and family support were integrated proved very effective. Parent improvement in education attained and improved self esteem were valid indicators of success in this component.

Child Services Component Findings

Child services component findings included: 1) emphases were on providing children with Developmental and Health Assessments and supportive educational activities; 2) delivery of services were carried out in schools, community places, and through home visits; 3) major activities included immunizations, child find, developmental assessments, health services (including hearing, speech, vision checks) and educational activities; 4) various incentives and involvement strategies were used such as community health fairs, interagency service delivery, and transportation; 5) interagency efforts were helpful in service delivery but need improving; and 6) an average of 300-plus children were provided services in each pilot project. Parents and staff were unanimous in their positive evaluation of the success of these efforts.

Parent/Family Services Component Findings

Parent/family services component findings included: 1) emphases were on meeting the individual needs of parents and families; 2) supportive delivery systems such as transportation, child care, and home visits enabled parents to use needed services; 3) activities ranged from providing needed health services to helping families acquire resources for basic needs; 4) involvement methods were adaptive and supportive of parents; 5) case management and interagency efforts were present in the more effective pilot projects; and 6) parents assessed this aspect of the program as very influential in helping them become better role models for their children.

In summary, the Target 2000 Parent Education Program, as carried out in the work of the pilot projects, had far reaching effects on the participating parents, children, and families. It also had a distinct influence on the staff and participating school districts. Five conclusions are drawn from the evaluation:

1) The pilot projects achieved the goal of effectively designing and implementing comprehensive early childhood parent education with the parents and families of preschool children at risk for school failure.

2) The most effective program practices included: parent education activities that strengthened the family's literacy habits; carrying out home visits that included both school readiness activities and services based on the individual needs of the families served; using multiple delivery systems and support methods; involving parents in both parent-child literacy experiences and adult education; using interagency and community resources to effectively meet parent and family needs; promoting parent networking; and planning with parents in regards to meeting diverse family needs.

3) The pilot projects that had the highest level of intra-school and intra-district support were able to achieve the most progress in integrating the parent education program into existing early childhood and adult education efforts.

4) Staff training, interagency collaboration, and adequate staff and parent support resources, were noted as significant contributors to project success, and where lacking, as impeding forces.

5) The influence of the project on children's school readiness has all of the apparent indicators in place: increased language and social skills and improved scores on district administered school readiness assessments.

The 1994 Follow Up Survey Framework

As coordinator of the 1993 state wide evaluation, the author initiated a follow up study of the 15 pilot projects who elected to function as technical assistance centers for new parent education/family literacy projects funded by Act 135 funding. A Parent Education Follow Up Survey was developed that focused on gathering data from the 1993-94 school year efforts of the 15 participating projects. The survey included questions related to the following areas:

*Job title and roles

*Number of families served

*Major goals/activities in each component area

*Evaluation data on program impact

*Special projects/activities

*Support services to enhance parent involvement

*Technical assistance to other programs

12 of the 15 projects completed the survey between March, 1994 and November, 1994. Participating school districts (and project names) are identified as follows.

*Union County Schools (A Building Block)
*York School District #4 (L.E.A.P. Ahead)
*Sumter School District #2 (Parents as Partners)
*Laurens County District #56 (Parents as Partners)
*Darlington County Schools (Catch'em in the Cradle)
*Marion School Districts #1 & #2 (PACT)
*Spartanburg District #4 (Preparing Children for Success)
*Lexington School District #1 (PEP)
*Greenwood School District #50 (Project IMPACT)
*Georgetown County Schools (Parent/Family Literacy Program)
*Calhoun County Schools (Parenting/Family Literacy Program)
*Beaufort County Schools (FACES)

Data gathered from the follow up survey was organized according to the key areas articulated in the survey form. The focus was on both updating progress made by the projects since the 1993 evaluation and to better determine especially effective parent education/family literacy strategies.

A Summary of the Findings of the 1994 Follow Up Survey

A summary of the findings of the follow up survey are reported according to the key component areas included in the survey.

Job Titles & Roles

Programs averaged from *1 to 3 full time staff*, some programs had part time staff, and an increasing number have volunteer staff. The two most common job titles were: Program Coordinator and Parent Education Specialist. Role descriptions for these two role varied but most included the following.

> Program Coordinator: Administrative management, grant writing, staff development coordination, program liaison to other agencies, recruiting, technical assistance work, and on line duties like home visiting.
>
> Parent Education Specialist: conduct home visits, workshops, and program activities. Coordinate volunteers, handle assessments, and provide support to families.

Other job titles and roles included: social worker, nurse, teacher aide, secretary, early childhood educator, parent education associate, home visitor, bus driver, and home educator.

Number of Families Served

Projects varied in the number of families served according to the specific goals of the program and the context of the school-community setting. *Typically, families served were at two levels:* primary prevention (program services open to all parents), and secondary prevention (program services for at risk families). 100 families were served per program at the primary prevention level and approximately 80 families per project were provided intense services. Home visits and group meetings continue to be the most popular service methods. Families served per project with home visits and parent meetings are summarized as follows.

Average # of Families Served Per Project	
Home Visits	73
Parent Meetings	123

Most programs offer from 1 to 12 parent meetings per month and provide 1 to 2 home visits per month per family (and more often as needs dictate). A diversity of other services are offered: newsletters, child care, adult/family literacy activities, referrals, counseling, transportation, and many other services. Family Literacy & Support Centers increased throughout projects as compared to the 1993 evaluation.

Major Program Goals/Activities

A summary of the follow up findings for each parent education/family literacy component (Parent Education, Adult Education/Family Literacy, Child Services, and Parent/Family Services) are reported as follows.

Parent Education: A plethora of parent education activities were reported by the 12 projects completing the survey. Activities and approximate frequency (as used by projects) is reported below.

Parent Education Activities

*Home visits (2 per month)
*Small group parent meetings (1-4 per month)
*Community parent workshops (1 per month)
*Family lending libraries (4 projects reported one in use)
*Monthly newsletter (all centers)
*Parent networking clubs (3 centers)

Adult Education/Family Literacy: The most significant change in projects since the initial state wide evaluation was an increase in attention and services in adult education and family literacy. All of the projects completing the follow up survey indicated they had some form of adult education/family literacy services available for parents. *In the 1993 evaluation only 40 percent of the pilot projects had adult education/family literacy as a formal part of their program.*

Adult Education referrals to local adult education programs remain the most prevalent means of meeting parents educational needs. However, over half of the pilot projects completing the survey now have on site adult education services at local elementary schools or accessible community sites. Some programs now use a *Family Literacy/Support Center* that incorporates adult education/family literacy services into the overall parent education project. GED offerings, adult education courses, individualized tutoring, home based computer offerings, and job training support were the most often noted services. Transportation, child care, parent networking, and job placement services were *key enabling services provided by some of the projects.*

Child Services: All of the survey respondents had some form of child services. Services tended to be focused on both community wide activities and more intense resources for at risk children. *Immunizations and developmental/health screenings were often provided in locations accessible to the entire community.* Through home visits and center based activities, health screenings/services, special services (speech, hearing, vision) and medical/dental care were provided for at risk children by many of the projects. Some of the projects provided transportation and support for getting children to needed services. Others provided home visits that incorporated these services into the overall parent/family service plan. *Several projects helped parents enroll children in a quality preschool program to advance their school readiness skills.*

Family Services: Programs varied on how they met family support needs but all programs had some form of family support systems. *Referrals to family support agencies was the most often reported service.* Interagency arrangements often worked interactively, with cooperative planning to use agency services in an

effective way to meet family needs. Projects serving primarily at risk populations offered direct services and support. The following are typical family services noted in the completed surveys.

Family Services

*Referrals to other family support agencies
*Assistance with housing needs
*Meeting basic needs of family
*Child care placement assistance
*Helping parents to learn to use agencies effectively
*Transportation to needed services
*Helping parents develop a family service plan
*Direct assistance in obtaining medical services

Evaluation Data on Program Impact

11 projects had some form of program evaluation in the follow up year activities. Program assessment took on two forms: *participant evaluation* and *indicators of program impact on parents and children.*

Parent evaluations of program activities in relation to the value of the projects for their families is noted as follows.

*Information was very helpful in understanding my child
*Learned how to better relate to my child
*I spend better time with my child now
*My child knows more than the older children
*I know the importance of reading to my children now
*I now have other adults I can get help from
*They helped me get housing
*I am finishing high school because of my home visitor
*My child is doing better in kindergarten because of this program
*I have learned that school can be a good place to be
*This program should be offered for more parents
*The staff are extremely helpful people
*I learned how to properly communicate with my child
*We read regularly now as a family
*I now know the importance of loving my child daily
*I just received my high school diploma - this program is great
*Our family now has a regular daily schedule

Indicators of program impact on parents and children were noted by 11 projects completing the survey. A few projects are charting the influence of the program on children's school readiness and on parent success indicators. The following is a sampling of project impact data reported in the completed surveys.

*8 parents completed the GED or Diploma for High School
*Children's DIAL scores increased so much they did not qualify for child development
*Program influenced a dramatic increase in # of children immunized
*70% of children in program recorded increased CSAB readiness scores
*73% of parents showed an increase in knowledge of parenting
*5 programs noted increased DIAL scores in their children
*Program influenced increase of teen mothers enrolled in high school
*County wide increase in families served by social services
*Increase in district's readiness scores for children entering first grade
*Increase in number of parents receiving GED

Special Projects: Programs were asked to report on any special projects that they believed were especially effective in preventing school failure. Responses ranged from the establishment of parent centers to having a family learning center bus. All 12 projects noted special program efforts such as the following.

*Family Oriented Lending Library (FOSPA)
*Pregnant Teen Parenting Program Component
*Parenting Centers in Schools
*The Learning Ladder Newsletter
*Free Dental/Medical Assessments
*Special Family Events Days (Wild Wednesday)
*Lunch & Learn Workshops
*Family Learning Center Bus
*Adopt A Family Project
*Parents and Kids University

Support Services to Increase Parent Involvement: All of the projects reported enabling support services they used to reach and involve parents in program activities. *The most common services were:* transportation, child care, interagency resource sharing, provisions for basic family needs, food, adaptive scheduling, home visits, door prizes, and Saturday visits for working moms. Interagency collaboration was particularly noted as helpful in enhancing family involvement.

Technical Assistance to Other Programs: All of the survey respondents had provided new programs in the State with technical assistance. Indeed, the efforts

in this area were remarkable considering the projects received little or no additional funding for their efforts. The following are samples of the technical assistance activities provided.

Technical Assistance Activities

*Site visits to districts beginning new programs
*Site visits from staff developing new programs
*Information packets
*Telephone consultations
*Distribution of a resource training guide
*Conducting workshops at professional meetings
*Sharing of print and video materials
*Display program materials at conferences

In summary, the follow up survey findings indicate the 12 participating projects have made significant gains since the 1993 evaluation. Projects have increased services to all families, developed special projects to meet special family needs (for example, a notable increase in teen parent services), refined parent education curriculum, expanded adult education services, increased interagency collaboration, further developed intra-school linkages with existing programs, and increased the use of support services to involve at risk families. Some projects are beginning to use formal evaluation data to assess the effectiveness and impact of the program. Projects continue to struggle with shortages of staff and resources in terms of meeting the family needs that exist in their communities. All of the projects are involved in technical assistance activities and are engaged in continuing staff development. South Carolina's Parent Education/Family Literacy Program is at a critical point of development with new programs coming on line and yet existing projects still evolving. State leadership is needed and an overall program development system would greatly enhance the functioning of local projects. Evaluation is critical in that programs can only benefit from experiences that are assessed both in terms of effectiveness and impact on the parents, children, and families being served.

Individual Profiles of Participating Parent Education/ Family Literacy Projects

For each project that completed the follow up survey a *profile* of their efforts in 1993-94 was developed. These profiles include a summary of project activity in the key areas of: Job Titles/Roles, Families Served, Major Goals/Activities (per each program component), Evaluation Data, Special Projects, Support Services, and Technical Assistance Activities.

A sincere thanks is due to each of the project directors who completed the survey. Their commitment to advancing and improving their projects as well as contributing to South Carolina's continued work in parent education/family literacy is commended.

A South Carolina Exemplary Parenting/Family Literacy Program
A Building Block: Union County Schools
1993-94 Program Year

Project Director: Mary D. Foster Number of paid staff: 4

Job Titles/Roles: Project Director, Part-time Adult Education Instructor, Half-time secretary, and Parent-Child Liaison Bus Driver.

Number of Families Served 1993-1994:
44 intensively, 60 Welcome Baby Home Visits, 75 through the Family Learning Center Bus, 20 parents served through the Computer Take Home Program, and 5 children served through the Wally Walrus Dental Program.

Major Goals/Activities:

PARENT EDUCATION: Parenting services were provided in areas of the county previously unserved by the Family Learning Center Bus. Family Literacy Component expanded to include a "Mom's Club" which emphasized Basic Skills Enhancement, family reading, education and job goal setting.

ADULT EDUCATION/FAMILY LITERACY: Parents enrolled in any component were referred to Adult Education, or the Computer Take Home Program for Basic Skills Enhancement. Also, eligible parents were encouraged to participate in the Carl Perkins Vocational Education Program for Single Parents and Displaced Homemakers. 8 mothers received high school diplomas. [Family Literacy Component emphasizes the development of skills that allow parents and children to acquire positive attitudes toward learning.]

CHILD SERVICES: Immunization referrals to DHEC, emphasis on immunization and dental care for children 0-5, periodic workshops held for parents stressing proper dental care.

PARENT/FAMILY SERVICES: Monthly parenting workshops, Family Learning Center Bus workshops, referrals to other service agencies and programs, Carl Perkins Get Set Program (assisted mothers with child care, tuition and transportation so they could attend adult school). Referrals were made to Family Resource Center for training and support services which enables parents to enhance their children's development during the critical years.

PARENT EDUCATION CURRICULUM: Parents as Teachers, Bowdoin, The Mother-Child Home Program, and Parent To Parent.

Evaluation Data:
8 parents received high school diplomas in May.
8 parents enrolled in Computer Take Home Program to enhance basic skills and/or meet GED/diploma criteria.
Parents participating in the program pursued other services more readily than at their initial enrollment.
Dial R scores for children enrolled in A Building Block were too high for acceptance into the 4 Year Old Kindergarten Program.
Increase in the number of teens participating in Prenatal workshops.

Special Projects:
Family Learning Center Bus travels to outlying communities and provides parent education programs, adult education and parent-child verbal interaction skills.

Support Services:
Transportation, childcare, and snacks
Interagency/community collaboration: "Wally Walrus" Dental Program is a collaborative project between DHEC, local dentists, and the district which encourages proper dental care for young children.
Prenatal Workshops : collaborative effort between the school district, DHEC, Clemson Extension and Mary Black Hospital.

Technical Assistance Activities:
Materials outlining program were mailed to surrounding districts, districts have requested information about A Building Block, and districts have visited the program.

A South Carolina Exemplary Parenting/Family Literacy Program
L.E.A.P. Ahead (Learning Experiences and Parenting): York #4
1993-94 Program Year

Project Director: Patricia C. Wolfe Number of paid staff: 2 full time, 1 part time

Job Titles/Roles: Coordinator for Family Education

Number of Families Served 1993-1994:
110 families served intensively, 18 teens served intensively individually and in groups, and 20 families served periodically in group meetings

Major Goals/Activities:
PARENT EDUCATION: Monthly home visits with activities, child development information, parenting information to encourage positive parent/child relationships and family harmony.

ADULT EDUCATION & FAMILY LITERACY: 34 adults and 14 teen mothers have participated in Adult Ed and Family Literacy. Two parents presently attend York Tech and twelve received their GED this year. York Tech gave the admission test and presented job skill information at the program site.

CHILD SERVICES: Provided an opportunity for Health Dep't to provide immunizations at school on a Saturday, routinely checked to make sure program chidlren were up to date on immunizations, and screened 114 in the home and 231 at preschool/kindergarten this year for a total of 345.

PARENT/FAMILY SERVICES: Assisted families in connecting with agencies for food, power bills, medicaid, food stamps, AFDC, and health needs.

PARENT EDUCATION CURRICULUM: PAT, Transactional Intervention Program (TRIP) and activity packets were developed in relation to school curriculum which prepare children for success in school. Motheread Program is also used.

Evaluation Data:
Comments from parent survey include: the program has helped them with "decision making," working with our children," "extra education when financial situations may not allow," and "protects against abuse/neglect of children" among other comments.

Special Projects:
Collaboration with Leroy Springs Recreation Complex which provides space for adult education, snacks, room for babysitting, scholarships for the Complex's child development program, and family memberships to the Recreation Complex for each adult education graduate. The Rotary Club provided a graduation dinner for adult education students, graduates, friends and families, as well as a supper for the end of the year party.

Support Services:
Babysitting and transportation to any parent groups and/or adult education classes, and classes were available during the day.
Interagency/community collaboration: advisory council is writing a collaborative grant to meet the needs of families. Agencies that L.E.A.P. Ahead collaborates with include Head Start, Health Department, DSS, Mental Health, Babynet and local school special services.

Technical Assistance:
Included: brochures, phone consultations, visits from districts, implementation packet, speeches/presentations/displaysgiven about program at SC School Board Meeting, Mental Health, Winthrop student teachers and SCECA, videos sent out, and ETV teleconference.

A South Carolina Exemplary Parenting/Family Literacy Program
Parents as Partners: Sumter District Two
1993-94 Program Year

Project Director: Barbara B. Ragin Number of paid staff: 2 full, 4 part time

Job Titles/Roles: Coordinator, Full-time Parent Educator, Part-time Parent Educators, Part-time Counselor

Number of Families Served 1993-1994: 43 adult participants through home visits, 39 through center-based delivery method, 55 teens at three high schools, 85 adults in "Parents and Kids University." Total: 222 families.

Major Goals/Activities:

PARENT EDUCATION: Activities included twice weekly parenting classes. Presented definitive information on child growth and development and allowed parents the opportunity to form support groups.

ADULT EDUCATION /FAMILY LITERACY: Family literacy classes twice weekly in conjunction with the parenting classes; adult education classes twice weekly in conjunction with the adult education program. Goals: to increase basic skills of parents, to empower parents to connect literacy activities to their own lives, and to share parenting ideas through the discussion of literature.

CHILD SERVICES: Screenings were done for children 4-5 enrolled in district's early childhood program.

PARENT/FAMILY SERVICES: Numerous agency and program referrals, such as: DSS, Black River Electric, Wateree Head Start, Health Dep't., and the district's Child FIND Program.

PARENT EDUCATION CURRICULUM: A variety were used: the Black Family Curriculum, Ohio's Adolescent Parenting curriculum, and program-developed curriculum for home visits.

Evaluation Data:
Teacher survey indicated many felt the program had a significant impact on the participants' school performance.
Many teen mothers enrolled in program's adult basic skills classes to continue educational training.

Special Projects:
"Parents and Kids University" : innovative service delivery method afforded an opportunity for all parents to participate.

Support Services:
Transportation to each of the scheduled parenting/family literacy classes
Childcare provided by Work Support participants assigned by DSS
Provided hot, nutritious meals to families
Collaboration with Harvest Hope Food Bank: food commodities for parents

Technical Assistance Activities:
On-site technical assistance/correspondence with 9 districts
Presented at Myrtle Beach early childhood conference
Approx. 18 administrators/coordinator received implementation guide
Two additional presentations: statewide adminstrators' workshop and a "train the trainer" workshop

A South Carolina Exemplary Parenting/Family Literacy Program
Parents as Partners: Laurens Co. District 56
1993-94 Program Year

Project Director: Beverly Madewell Number of paid staff: 3

Job Titles/Roles: Coordinator, Social Worker/Home Educator, Secretary/Home Educator

Number of Families Served 1993-1994:
188 served by information sessions through hospital program, 541 sent newsletters from hospital contacts, 26 parents through DSS sessions, 15 high school and middle school teen parents, 112 parents by Head Start classes, average attendence of 75-80 parents at three-per-year preschool programs in each of the 4 elementary schools within the district, 25 parents through GED/Literacy.

Major Goals/Activities:

PARENT EDUCATION: Parenting classes were conducted at DSS, High School, Head Start, and the hospital. Followup newsletters sent on a quarterly basis to hospital contacts. Parenting programs were provided for parents of children in 4-year-old child developmend and 5-year-old kindergarten.

ADULT EDUCATION/FAMILY LITERACY: GED classes were held Mondays and Tuesdays; Literacy tutoring was held Tuesdays and Thursdays. Transportation and childcare were provided.

CHILD SERVICES: Collaborations with Health Dep't for W.I.C., Medicaid, Denver II referrals and immunization services. Referrals to Special Services for speech, vision, and psychological. Denver II's for program children.

PARENT/FAMILY SERVICES: Assisted parents with referrals to DSS, Health Dep't., Housing Authority, food, clothing, and other direct services. Support preschool programs/liaison for teacher/parent.

PARENT EDUCATION CURRICULUM: Combination of several programs including: Hawaii Self-Help, Bowdoin, STEP, and training material from Dr. Burton White.

Evaluation Data
Children tested and not qualifying for child development program; children more up to date on EPSDT screenings and immunizations; parents attending adult education classes to prepare for employment; parents more involved with child's school/educational procedures; parents/children being connected to medical services through referrals and followup; children needing special services/at-risk of learning delays identified earlier and intervention initiated; delivery of prenatal services provided to teen mothers.

Special Projects:
"First-Hand Friday," "Fun-Filled Friday," and "Wild Wednesday": parent visitation/participation program was initiated by three of the district's elementary schools. Extremely successful program will be expanded next year to include first grade; parents requested followup classroom visits as a result of the program.

Support Services:
Transportation, child care, collaboration with Laurens Hospital system, local library, Health Dep't., DSS, Head Start, Special Services, active member of Laurens County Interagency Coordinating Committee.

Technical Assistance:
Participated in two technical assistance workshops, resource/training guide distributed, short distance learning program offered to districts in Greenwood Area Consortium, presented at SCECA, displayed at Annual S.C. School Board Fair, on-site visits from other districts, and mailed brochures, materials, pamphlets on request.

A South Carolina Exemplay Parenting/Family Literacy Program
"Catch'em In the Cradle": Darlington County School District
1993-1994 Program Year

Project Director: Brenda H. Ayers Number of paid staff: 1 full-, 5 part-time

Job Titles/Roles: Parent Education Coordinator, four Early Childhood Educators, Program Assistant.

Number of Families Served 1993-1994:
105 intensively;175 through home visits, parent workshops, take-home activities, educational packets, newsletters, information and referrals; 248 4K students through home lending library; weekly Learning Centers.

Major Goals/Activities:

PARENT EDUCATION: Basic child development information to enhance parents' understanding; the importance of parental involvement in education as well as reading/talking to children; developmentally appropriate activities for children.

ADULT EDUCATION/FAMILY LITERACY: All parents without a high school diploma were referred to district's Adult Ed. Dep't. Several families were referred to the district's new Even Start program, Project FREE, and attended class two days a week; their young children attended Project FREE early childhood program.

CHILD SERVICES: Developmental screenings, health screenings and referrals as needed for all children attending the centers and toddler program.

PARENT/FAMILY SERVICES: Referrals to other agencies and organizations as well as to other programs within the school district. Direct services were provided by weekly learning centers and toddler program, home visits, hospital visits, and workshops/seminars.

PARENT EDUCATION CURRICULUM: Combination of FOSPA, Megaskills, Bowdoin, New Parents as Teachers, Parentmaking. Plan to incorporate Parents as Teachers and MOTHEREAD.

Evaluation Data:
Success documented by weekly attendance at learning centers and toddler program: average of 50+ families a week, which exceeds the low attendance of parents at other district functions. Positive parent reception to and comments about the program and what it means to them and their families.

Special Projects:
The Learning Centers and Toddler Program offer parents and children the opportunity to work and learn together. Success is based on serving both parent and child together rather than separately.

Support Services:
Trasnportation was provided; parents were allowed to bring older and younger children to the programs if needed.
Referrals/collaboration with Health Dep't., Home Health Care, ROADS team, the hospital, and BabyNet. Local collaboration has worked very well in the delivery of educational packets to Medicaid moms by nurses and volunteers who deliver packets, provided information about CIC, and gather information for the program.

Technical Assistance Activities:
Phone assistance with other districts, program description compiled and mailed,visits to other districts made, on-site visits from other districts received, resource materials shared.

A South Carolina Exemplary Parenting/Family Literacy Program
PACT (Parents and Children Together): Marion School District One
1993-1994 Program Year

Project Director: Helen T. Smith Number of paid staff: 4

Job Titles/Roles: Parent Education Coordinator, two Parent Education Teachers, Program Secretary

Number of Families Served 1993-1994:
172 families served in total: 75 through monthly home visits; 97 received invitations to group meetings offered monthly and daily.

Major Goals/Activities:

PARENT EDUCATION: Parent training and support were offered to enable parents to excel in their role as principal teachers of their preschool chidlren. Components included home visits and small center-based group meetings.

ADULT EDUCATION/FAMILY LITERACY: Adult education was provided twice a week to parents who had not finished high school; met 41 times for 2 1/2 hrs. resulting in 102 1/2 hrs. Transport/childcare provided.

CHILD SERVICES: Denver II, immunizations, hearing and vision check lists were administered to program children. Case management referrals were made to appropriate agencies.

PARENT/FAMILY SERVICES: Assisted parents with registering their children for Headstart three year old kindergarten and four year old public school kindergarten. Assisted parents with completion of registration forms, gathering verification, transportation to screenings, and obtaining adequate housing through letters of referral and recommendation as well as photographs of inadequate conditions made by program staff for housing authority.

PARENT EDUCATION CURRICULUM: Parents as Teachers (home visits) and Bowdoin (group meetings)

Evaluation Data
Parent questionnaire and survey responses signify program success. Examples include: "I learn to be a good mother to my children," "It encourages me to do more for my child," "Nice people to be around," and "...they really help the children as well as the parents."
PACT 's program succesfully enrolled 37 children in Headstart and 22 in public school.

Special Projects:
A major collaborative effort was piloted between PACT and DSS. 26 families identified by the Child Protective Services and Foster Care Units were provided parent education classes with a curriculum designed to prevent child abuse and neglect to meet the needs of these families. Community resources (i.e. DHEC personnel, Drug and Alcohol, Clemson Extension, school guidance counselors, Pee Dee Coalition and DSS protective services workers) were utilized in this effort. As a result, many families were discontinued by DSS and some parents were reunited with their children.

Support Services:
Transportation and child care; programs offered morning, afternoon, and evenings; and interagency collaboration with DHEC and DSS.

Technical Assistance:
Provided to 19 school districts; director participated in two workshops to provide assistance to districts. displayed to S.C. School Board Assoc. meeting at Myrtle Beach and at USC Early Childhood Institute

A South Carolina Exemplary Parenting/Family Literacy Program
Preparing Children for Success in School: Spartanburg District 4
1993-1994 Program Year

Project Director: Denise Brown/Lynne Gowan Number of paid staff: 1full-time

Job Titles/Roles: Coordinator, Parent Educator, 3 part-time teachers/aides (Saturdays only), DHEC nurse part-time.

Number of families served 1993-1994:
Average of 100 families through home visits; average 9 families per group session.

Major Goals and Activities:

PARENT EDUCATION: Provided through home visits by Parent Educator, visits on Saturdays by part-time workers (teacher/aide), office visits, and group sessions.

ADULT EDUCATION/FAMILY LITERACY: Parents were referred to the Adult Education Program.

CHILD SERVICES: Child care was provided during group sessions. Promotion of and transportation to the district wide "Project Search" (screening -- hearing, speech, seeing, developmental.)

PARENT/FAMILY SERVICES: Families were referred to 4 year old kindergarten; medical and dental assessments were provided; agency referrals such as DHEC, DSS, and Mental Health; transportation to and from group sessions.

PARENT EDUCATION CURRICULUM: Hawaii Help at Home; Bowdoin; educational toys, books, and videos.

Evaluation Data:
Parent evaluations showed positive reactions, such as "excellent group session," and parents expressed aspects they liked about the program, such as "how to discipline without hitting," "interest in parents," and "expressing my home situation."
Other outcome data included many instances where the program made a difference in helping a family in a specific situation, such as: the program helped a blind mother and father acquire a braille labeler to work with their seeing child at home, enrolled a grandmother who is a caregiver in Adult Ed., and enrolled a non-literate mother in the AWARE program.

Special Projects:
Parenting Centers: 5 throughout Spartanburg County which include TV/VCR, consistently running videos, game rug, table/chairs, children's books, and rack with parenting material. Free dental and medical assessments. Newsletter -- "The Learning Ladder."

Support Services:
Childcare during group sessions, 15-passenger van for transportation, door prizes/refreshments at group sessions, and Saturday visits for working mothers.
Collaboration/referrals with and from Health Dep't., area doctors and dentists, churches, day care centers, hospitals, DSS, DHEC, Mental Health, Charles Lea Center, and other teachers.

Technical Assistance:
Information packets were provided to any interested districts, phone consultations, visiting districts have made home visits with program staff, and on-site visit assistance was provided to districts.

A South Carolina Exemplary Parenting/Family Literacy Program
Parent Education Program: Lexington School District One
1993-1994 Program Year

Project Director: Dr. Clare C. Hodge Number of paid staff: 2

Job Titles/Roles: Coordinator of Parent Education, Parent Education Specialist.

Number of Families Served 1993-1994:
76 intensively; 127 through monthly workshops; and 22 families/teens during lunch at school.

Major Goals/Activities:

PARENT EDUCATION: Weekly meetings at high and middle schools for pregnant/parenting teens; workshops to meet community desires; development of a strong district interagency Collaborative Council to communicate and share parent education/family literacy responsibilities; and home visits.

ADULT EDUCATION /FAMILY LITERACY: Close work with Adult Education coordinator in terms of referrals and services. 21 families participated in adult education courses and activities; 3 families received literacy training.

CHILD SERVICES: 73 developmental screenings by the program. 26 medical, 31 health, 92 immunizations, 11 speech, and 30 child development programs.

PARENT/FAMILY SERVICES: Prenatal care, health/medical services, counseling, health checkups, food, transportation, clothing, and heat.

PARENT EDUCATION CURRICULUM: Program-developed based on Burton White, PAT, Bowdoin, Early Childhood STEP, MEGASKILLS, Active Parenting. Teen curriculum: Young & Pregnant Learning Guide, Teenage Pregnancy: A New Beginning, and materials from DHEC.

Evaluation Data:
7 parents obtained GED, 1 parent received HS diploma. End of Year Questionnaire statements included: "Program has been very enriching to my life," "Educating the parent is educating the child," "I wish I had this program with my older children," and "I have learned that my children can learn."

Special Projects:
Pregnant/Parenting Teen component at middle/high schools once a week during lunch; now beginning to have some of the fathers attend sessions.

Support Services:
Community based program, including home visits and workshops. Parents say, "As long as you come to us we will participate in the program." Pep Advisory Council (4 years). Lexington One Interagency Collaborative Council was established with Adult Education to learn how to share and utilize all available community resources to reach more families. 23 community agencies and parents participate on this council.

Technical Assistance Activities:
Phone consultations, letters, and 2 or 3 day site visits to help districts get "up and running."

A South Carolina Exemplary Parenting/Family Literacy Program
Project IMPACT: Greenwood School District 50
1993-1994 Program Year

Project Director: Pat Tolbert Number of paid staff: 3

Job Titles/Roles: Project Coordinator, Parent Educator/Home Visitor, Project Secretary

Number of Families Served 1993-1994:
400 through large group meetings, newsletter, and lending library; 40 through bimonthly home visits; and 7-12 mothers per week through hospital intervention.

Major Goals and Activities:

PARENT EDUCATION: Included workshops, lending library, monthly newsletter, educational activities given to parents for home use at every workshop, and home visits where child development information and developmentally appropriate activities were provided.

ADULT EDUCATION AND FAMILY LITERACY: Provided through a referral process to the District 50 adult education program and Greenwood Family Literacy. Program advised/discussed with parents support services available (JTPA, GED training, HS diploma).

CHILD SERVICES: Denver II RPDQ developmental screening for every child in the home visit prorgam, referrals to Health Dep't. and pediatrician for immunization, and transportation provided to immunizations.

PARENT/FAMILY SERVICES: Case management to assist parents in accessing and utilizing community services, such as counseling, housing, continued education, physical exams, hearing and speech, spouse abuse, and other needs.

PARENT EDUCATION CURRICULUM: Building Blocks (monthly newsletter), Lollipops (preschooler magazine), and Totline (magazine with hands-on ideas for EC educators.) PAT and MOTHEREAD will be added in '94-'95.

Evaluation Data:
Dial R assesments show some improvement, CSAB results have indicated increase in number of children ready for first grade, teacher comments recognize progress, overall workshop participation increased by 3% over previous year, 9 parents enrolled in adult education/literacy, and 100% of workshop participants indicate: "good way to spend time with child," and "will use activities at home."

Special Projects:
Lunch and Learn workshop with the theme of "Importance of Reading" is given at start of the school year; parents come to school for about an hour. Three following workshops are done in drop-in format covering a two hour time frame; children receive activity bags, door prizes are given away, and developmentally appropriate activities are conducted by parents with their children under the supervision of a teacher.

Support Services:
School vans and buses were used at minimum cost.
BORN TO READ: hospital based collaboration for early intervention; TEEN PARENT GROUPS: weekly parenting groups at local childcare center; Greenwood Family Council: coalition for linking family needs to community services. Interagency collaborations included: libraries, Greenwood Literacy Council, DHEC, St. Nicholas, District 50, Adult Ed., Health Dep't., Mental Health, Housing Authority and Spouse Abuse.

Technical Assistance Activities:
Presented to SC School Board Fair, SCECA, and Nat'l Americans At-Risk Youth Conference. Visits from other districts, mailing to other schools and districts, and development of brochures.

A South Carolina Exemplary Parenting/Family Literacy Program
Parenting/Family Literacy Program: Georgetown County Schools
1993-1994 Program Year

Project Director: Lorine Pressley Number of paid staff: 2

Job Titles/Roles: Porgram Coordinator, Home Visitor

Number of Families Served 1993-1994: 40 through home visits/parenting program.

Major Goals/Activities:

PARENT EDUCATION: Weekly home visits, demonstration of activities of parent and child, family group meetings, materials made available (i.e. toys, books, and videos), child development information provided and discussed.

ADULT EDUCATION/FAMILY LITERACY: Lending library (toys, books, videos, and health information) used by program families as well as other district parents.

CHILD SERVICES: Developmental screenings using Denver II and Dial-R. Referrals to other agencies were made, including speech pathologists, BabyNet, and Georgetown County Department of Health and Environmental Control.

FAMILY SERVICES: Families with special needs were occasionally visited twice a week, and grandparents as primary caregivers received special recognition. Transportation for families to group meetings, agencies, and family outings were provided when needed.

Evaluation Data:
Positive parent comments, such as "make program available to more parents/entire district." In addition, local agencies, members of the School District's Strategic Planning Team, and former program parents requested that the program's services be made available to the entire district.
Developmentally appropriate interaction of knowledge and expectations were demonstrated between parent and child as well as parental awareness of individual differences among children.

Support Services:
Transportation and interagency/community collaboration which included services from: Georgetown County Memorial Hospital, Georgetown County Health and Environmental Control, BabyNet, and speech pathologists.

Technical Assistance Activities:
Information was provided to nine districts which included: telephone assistance, site visits, brochures and flyers mailed, and job descriptions provided.

A South Carolina Exemplary Parenting/Family Literacy Program
Parenting/Family Literacy Program: Calhoun County Schools
1993-1994 Program Year

Project Director: Everleen K. Frederick — Number of paid staff: 5

Job Titles/Roles: Coordinator, Parent Educators, Home/School Specialist, and Secretary.

Number of Families Served 1993-1994:
59 families with children 0-3 via home visits, 10 families with children 4-5 years old via home visits, and 47 families via group discussion meetings.

Major Goals/Activities:

PARENT EDUCATION: Provided parenting and child information via home visits, discussion group meetings, social outings/field trips, and lending library checkout.

ADULT EDUCATION/FAMILY LITERACY: Enrolled parents in the district's adult education program and Laubach Tutorial at home.

CHILD SERVICES: Health and developmental screenings to all children enrolled. Health included physical and visual screenings; developmental included hearing, speech, language and developmental assessment.

FAMILY SERVICES: Non-working parents who expressed a desire to find employment were offered a job skills training workshop. Referrals to other programs i.e. BabyNet and School District Special Ed. were made for special cases.

PARENT EDUCATION CURRICULUM: Parents as Teachers, The First Three Years of Life, Protage Guide to Early Education, Family Oriented Structured Preschool Activity (FOSPA).

Evaluation Data:
Parent evaluations showed favorable attitudes about the program, education, and schools; parents felt staff was supportive and qualified; parents believed the program benefited both parent and child; and parents' confidence in their role as their child's first teacher increased.
Data (including surveys, clientele folder documents and test scores) indicates positive outcomes, such as children in the 4-5 component performed better in school. On FOSPA pre-test, there were 63 at-risk range scores; on FOSPA post-test, there were only 11 at-risk range scores.

Special Projects:
Four and Five year old families participated in FOSPA lending library; approximately 1,913 kits were checked out.
Parenting/Family Literacy and Child Development Home-Based Program sponsored Adopt-A-Family for a Christmas Project, resulting in gifts and food to 176 children and 103 adults from community response

Support Services:
Transportation to screenings, discussion group meetings, workshops, and agency referrals.
Assistance in applications (i.e. heat and fuel), resource information for clothing/household needs.
Interagency Advisory council meets quarterly.

Technical Assistance:
Presented at SC Assoc. for School Administrators and SCECA, mailed 40 information packets, telephone assistance, received visits from 6 elementary schools, live ETV teleconference, and displayed at USC's Early Childhood Summer Institute.

A South Carolina Exemplary Parenting/Family Literacy Program
FACES: (Family, Adult, & Children's Educational Services):
Beaufort County School District
1993-1994 Program Year

Project Director: Kay Broxton Number of paid staff: 17 + 10 teacher stipends

Job titles/roles: Parent Education Coordinator, Adult Literacy Teacher, Childcare Director, Childcare Provider, Administrative Assistant.

Number of families served 1993-1994:
97 served through Adult Literacy & Parent Education; 237 through Parent Ed. large group meetings.

Major Goals and Activities
PARENT EDUCATION: Combination of informational and resource role while emphasizing family support through provisions for childcare and meals. Emphasis on presenting relevant info to parents/involving them in developing supportive relationships with child. Book and Toy Lending Libraries available.

ADULT EDUCATION/FAMILY LITERACY: Collaboration with the district's Adult Education program which provides educational and support services that enable parents to acquire GED, job training, high school diploma, literacy enrichment.

CHILD SERVICES: Developmental screening with Child Find activities across entire county for ages 0-5 (vision, hearing, speech, developmental, immunization check, health history). Childcare facilities at three sites offer quality early childhood care and programs.

PARENT/FAMILY SERVICES: Case management services, assessment of family needs, transportation.

PARENT EDUCATION CURRICULUM: Parents As Teachers with parents of children 0-3 years. Childcare sites designed around High Scope curriculum

Evaluation Data:
Strong parent response and participation. Survey instruments reveal positive findings. Preschool Club activities have enhanced readiness of children and increased parental involvement. Book and Toy Lending Libraries are rated as favorites among the parents. Significant gains were made by children in DIAL- R scores.

Special Projects:
A Teen Parent Parents As Teachers Program has been implemented as a result of heightened awareness from piloting original program of the critical needs of the teen parent population and their children. The program includes home visits, support and counseling, quality early childhood care, parent education sessions, and child and family support services.

Support Services:
Purchase of 15-passenger van/transportation.
Collaboration with DHEC, Beaufort County Library, DSS, Literacy Volunteers, Beaufort Housing Authority, Head Start. These agencies assist with Adult Education, family literacy, purchase of Book and Toy Lending materials, implementing ABC Voucher approved childcare centers, and other activities.

Technical Assistance Activities
Included mailing of brochures, parenting materials, newsletters,videos, Child Find, and much more; site visits, telephone assistance. Presentations: Mental Health, DHEC nurses, School Improvement Councils, SCACUS,SCETV teleconference, 3rd Annual Families At Risk conference, Beaufort Leadership/Chamber of Commerce, Early Childhood Summer Insitute-USC, and more.

Recommendations

Data from the 1993 Parent Education Program Evaluation and from the 1994 follow up study suggest several guidelines that will benefit the continued development of Parent Education/Family Literacy in South Carolina. The following recommendations provide ideas and strategies that have evolved from the work of projects participating in this study as well as from nationally recognized programs such as *Parents As Teachers, Minnesota Early Learning and Development (MELD), and Kenan Family Literacy.*

1) Parent education/family literacy programs should continue and expand primary and secondary services that directly influence children's school readiness in positive ways. Parenting education that focuses on strengthening parent-child interactions, increasing family literacy activities, and increasing parent knowledge of child development and family management skills is especially critical. These are services that should be provided for all parents of young children in the community.

2) Adult education and family literacy services should continue to focus on increasing parents' educational competence and enriching the family's literacy environment. More effective brokering of adult education services through locating services at local elementary schools is one way of achieving this need. The development of family literacy centers in schools is an effective way of integrating this service with other early childhood and family support services.

3) Child and family services known to prevent school failure and family dysfunction should receive major attention in programs. Examples include: immunizations, health and developmental assessments and services, enabling families to meet basic needs, and periodic vision, speech, and hearing screenings.

4) Projects should continue and expand their focus on involving at risk families in prevention of school failure parent education/family literacy activities. A current strength of many of the programs is their focus on at risk families. *The use of multiple delivery systems (particularly home visits) and supportive services like transportation and child care strengthen this effort.*

5) Full integration of parent education/family literacy programs into the community's total family service system and the school's overall school readiness program is essential. Interagency and intra-school collaboration efforts have strengthened many of the existing programs.

6) Staff development and training should be integral parts of the all parent education/family literacy programs. Parent assessment and state wide evaluations note that "staff" are the key to program success.

7) The careful selection and deployment of core project staff is essential to the long term effectiveness of parent education/family literacy programs. Core staff can supplement their work with the use of capable part-time staff and community volunteers and through interagency and intra=school collaborative staffing arrangements.

8) Continued program development and refinement depends on the use of evaluation that benefits the program. At minimum, annual reviews and assessment of program effectiveness and impact is essential.

A state wide evaluation and monitoring system would greatly strengthen the parent education/family literacy effort. A longitudinal evaluation would provide the state and local projects with feedback on program effectiveness.